



*In God's love we believe and achieve*

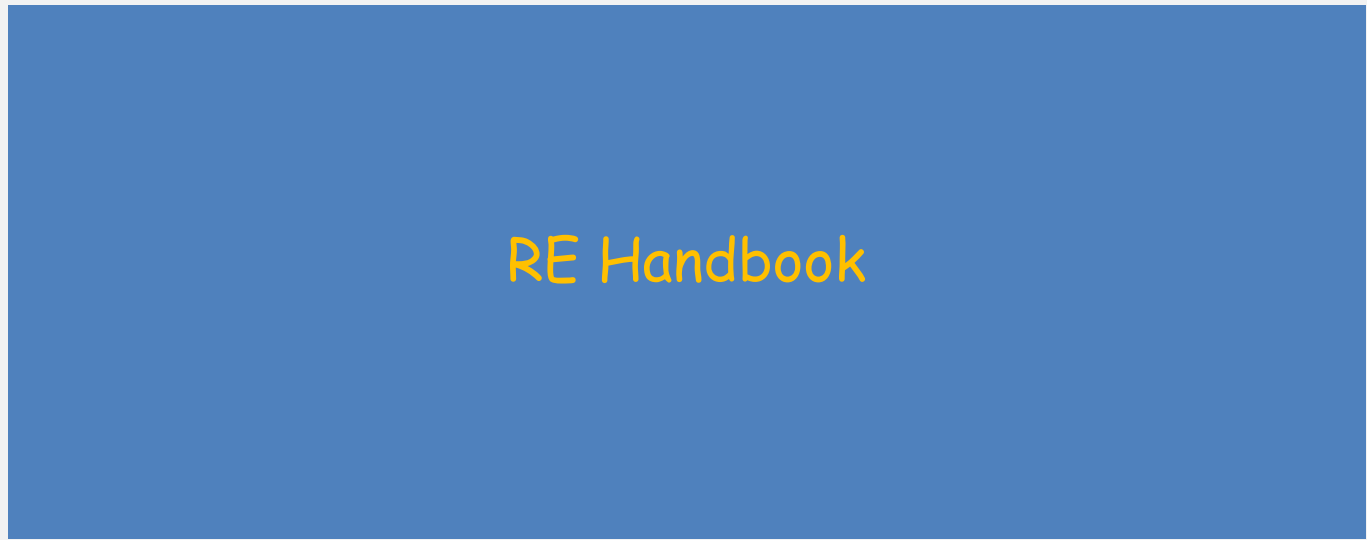


# St. Michael's

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## Catholic Primary School

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**RE Handbook**

# Mission Statement

**In God's love we believe and achieve**

As a welcoming Catholic community we will:

- **Follow in the footsteps of Jesus**
- **Deliver the best possible education for all of our children**
- **Value and love each other in our school and our community**
- **Provide an inclusive environment where everybody reaches their full potential**



## **The Aims of Religious Education**

The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

(Religious Education Curriculum Directory for Catholic Schools 2012)

The aim of Religious Education at St. Michael's Catholic Primary School is to embrace all elements of our Mission Statement. Our learning objectives will take into account the religious and educational needs of our children whilst recognising the variety of starting points. We recognise that our children come into the school community from a variety of backgrounds and we take into account the religious and educational needs of all of our children.

- those from supportive Catholic homes
- those from whom school may be their first and perhaps, only experience of Church
- those from other Christian traditions
- those from other faith backgrounds

Religious Education is viewed as a subject for all children - a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination. Through this approach, we aim to help our children to recognise and appreciate the religious and spiritual dimensions of life. We aim to lead our children into a deeper understanding of the Catholic tradition and where appropriate, other religious traditions and the ways in which they seek to express the significance of human life.

### **Objectives**

To achieve these aims we will:

- Create a caring happy environment where the school reflects a living Christian community.
- Provide opportunities for celebration, prayer, praise and reflection in implicit and explicit ways.
- Expect and encourage a high standard of positive behaviour.
- Provide children with the language of religious experience.

- Present a systematic presentation of Christian events, their relevance and meaning in ways appropriate to the age and development of the child.
- Encourage children to become independent, self-motivated and self-disciplined.
- Support Home and Parish in preparing the children for the Sacraments of Eucharist, Confirmation and Reconciliation.
- Ensure that parents are kept informed regarding the Religious Education curriculum.
- Provide an environment of continued development and growth for pupils and staff.
- Give children an understanding of and a respect for other faiths.
- Implement the Archdiocesan Religious Education programme 'Come and See'.

### **The Religious Education Programme**

To fulfil our aims and objectives we use the 'Come and See' programme of Religious Education recommended by the Archdiocese of Liverpool.

### **Overview of Content**

The programme has been developed to respond to the needs of children today in their faith journey, to enable them to grow in their religious literacy and understanding in a way that is coherent with current educational principles.

It is designed to support teachers in their delivery of religious education. It integrates the Catechism of the Catholic Church, the Catholic Levels of Attainment and the new Religious Education Curriculum Directory.

At the heart of the programme is the mystery of God's self-revelation of love through Jesus Christ. Come and See gives pupils the opportunity to explore the mystery of faith through Scripture and Tradition.

### **Themes**

Come and See is developed through three themes. They are Church, Sacrament and Christian living. The basic question - belief for each season time is explored through three kinds of themes.

Community of faith - Church

Celebration of Ritual - Sacraments

Way of life - Christian living

### **Community of faith - Church**

The Church themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

AUTUMN - My story - My family - Domestic Church

SPRING - Our story - Local Community - Local Church

SUMMER - The story - The Worldwide Community - Universal Church

### **Celebration of Ritual - Sacraments**

The Sacramental themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

AUTUMN - Belonging - Born into Christ's life

SPRING - Relating - God's Love in our Lives - Eucharist

SUMMER - Inter-Relating - Service to the Community - Reconciliation.

### **Way of life - Christian living**

The Christian living themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

AUTUMN - Loving - Celebrating Life - Advent Christmas

SPRING - Giving - The Cost of Life - Lent and Easter

SUMMER - Serving in Love - Feasts to Celebrate - Pentecost

Each theme is explored through different topic in each age group.

### **The Process**

The process for delivering the topics in *Come and See* has 3 stages - Explore, Reveal and Respond which enable pupils to develop knowledge, understanding, skills and attitudes.

### **SEARCH-EXPLORE**

This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

## REVELATION-REVEAL

This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

## RESPONSE-RESPOND

This is where the learning is assimilated, celebrated and responded to in daily life.

### **Explore**

The teacher helps the children to begin to look at and focus on the experience within their own lives - concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.

Explore lasts one week.

This will involve:

- Exploring experiences through story, music, drama, dance, art, etc.
- Investigation
- Story telling
- Consideration of the big questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on significance of these experiences.

### **Reveal**

Reveal is the heart of the process. The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

Reveal lasts 2 weeks.

The process of delivery will involve:

- meeting new knowledge of religious education;
- developing an understanding of this new knowledge;
- reflecting on the wonder of the mystery;

- gathering information and collecting facts connected with this knowledge;
- researching, collating and classifying;
- becoming aware of the questions raised;
- working with problems and grappling with puzzling experiences;
- exploring experiences through story, music, drama, dance, art;
- exploring what leads to understanding and meaning;
- asking questions and discussing;
- exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- making links between Christian understanding and the shared life experience;
- valuing life experience;
- acknowledging and respecting difference(s);
- being open to new perspectives.

## RESPOND

Respond lasts for one week

**Remember** is the first part of this section. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and learnt. Children record their personal response in their books in Key Stage 2.

This may be done through:

- creating a quiet, prayerful atmosphere for reflection
- looking at and thinking about the work done
- drawing attention to different aspects of this work
- sharing thoughts and feelings.

**Rejoice** is the second part of the section. There will be the opportunity to plan and take part in a collective worship celebration. It will be essential to involve the children in the choice of material to be used in the celebration.

**Renew** is where the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In

this part the children will think about how they can apply their learning to their lives.

### **Other Faiths**

Each year we study Judaism. The content of the teaching for each year group can be found in the *Come and See* year books and highlights specific learning tasks. The various topics covered help the children to understand something of the faith and everyday life of the Jewish people.

Each academic year, we also study Hinduism, Sikhism or Islam. This follows a three year rolling programme. The various topics covered help the children to understand something of the faith and everyday life of each religions.

### **St. Michael's Curriculum**

*Come and See* has been integrated into our bespoke school curriculum and activities have been selected to coincide with topics and subjects across the year. Where possible, links should be made by staff with other curriculum subjects when planning.

### **Time Allocation**

The Bishops' require 10% of the taught time for religious education. This usually means, 2 hours 15 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This needs to be clearly indicated on the class timetable. This time does not include collective worship (other than the Rejoice section), hymn practice, assemblies etc. This time allocation needs to be distributed appropriately across the timetable to ensure quality time is given for effective teaching and learning throughout the week. The school leadership and management should take responsibility for this.

Within each lesson there needs to be a balance between input, discussion and activity.

### **Long Term Planning**

Following recommendations from the Christian Education Team and discussion with the staff a whole school approach to the teaching of Religious Education has been adopted.

All Year groups explore each topic set out in the year books for *Come and See*. Each year group follows the same theme but the topics are different within the theme.



The themes and topics framework sets out the programme for the year (see appendix 1).

### **Medium Term Planning**

The overall responsibility for medium term planning lies with the religious education subject leader. They will produce an overview for the year including dates for each term's work (see example of medium term planning in appendix 2). Dates that the topics start and finish are entered into the school diary and shown on school diary dates, so that all staff are aware of what topic they should be teaching and when. It is essential for the understanding of the topic that teachers reflect on the theme pages and *Come and See* for Yourself at the start of each topic.

### **Short Term Planning**

Short term planning is the responsibility of the class teacher. The material for this planning will be found on the topic pages of the *Come and See* booklet. Staff should use our St. Michael's curriculum to make links with other curriculum subjects where possible.

The class teacher will:

- Allocate time for each learning outcome to be achieved.
- Plan the topic to ensure achievement of the three learning outcomes.
- Ensure there is evidence of all aspects of the process.
- Select appropriate activities for the whole class or groups of children.
- Indicate the children to be assessed, whole class, groups or individuals, and the activities chosen for this.
- Use skills to allow children to work at the appropriate level and to move up levels in their religious education work.

### **Assessment**

Assessment is focused by the overall aims and objectives of Religious Education. In '*Come and See*', it is related to the concepts, skills and attitudes to be developed through the exploration of themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in *Come and See* emphasises a wide range of achievement.

## **Informal Assessment**

Class teachers make notes on their short term planning, the tasks, groups or individuals they are going to assess informally as the topic progresses. These notes are made from general observations of the children engaged in classroom activities, marking of work and what the children complete as a part of the Remember section of Respond.

## **Formal Assessment**

Each term a topic is identified for formal assessment and staff moderate standards across phases. Staff are asked to bring 2 above expected, 2 working at expected and 2 below Expected books to moderation. Standards achieved are assessed against end of year expectations and the outcomes of moderated work are recorded by staff and kept by the RE lead. RE attainment is recorded termly on our whole school tracking system in line with other core subjects.

## **Recording**

Recording provides evidence of achievement and takes many forms in our school:

- Children's work in books
- Written comments on children's work
- Visual evidence - photographs posted on twitter
- School portfolios
- Pupil's self-assessment
- Formal assessments and tracking documents
- Displays
- Celebrations

## **Reporting**

There are four dimensions to reporting in Religious Education:

- Providing feedback to the children on their achievements and progress, either verbal or written.
- Informing colleagues of the achievement of pupils and the areas studied by classes.
- Informing parents of the progress and achievement of children on children's end of year report.

- Informing parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievement of pupils.

### **Evaluation of Teaching and Learning**

It is important to evaluate all aspects of teaching in Religious Education so that children's learning and achievement can be assessed and used to inform future planning.

- Staff evaluate their own teaching.
- When good work has been done in Religious Education children are able to show their work in our weekly celebration assemblies or children take their work to the RE Coordinator.
- Books are monitored by the RE Coordinator who completes a school pro-forma about standards in the subject. Any issues are raised at staff meetings or with individual class teachers.
- Lessons are observed by the RE Coordinator and a member of the Senior Leadership Team. This is an important way of evaluating the teaching of RE and it is a way of ensuring that all staff are familiar with the Come and See Programme. Feedback and comments are given to the Headteacher and to the staff concerned so that any issues and suggested developments can be addressed.

### **Staff Induction**

Newly qualified and newly appointed staff will be given the relevant Come and See documents and the School's Religious Education Handbook. The Senior Leadership Team and RE Co-ordinator will provide any necessary guidance and support relating to the teaching and delivery of Religious Education.

### **Staff Development**

Teaching staff have attended INSET days at The St Margaret Clitheroe Centre when members of the Department for Christian Education lead specific topic days. This is an important way of developing the knowledge and skills of teachers and ensures that Come and See is taught with expertise.

Catholic Schools in Widnes share an INSET day annually. The focus of many of these days has been RE. Such days have focussed on staff development looking at specific aspects related to the teaching of RE. The days are often

reflective and give staff quality time to develop their skills and understanding of RE on a personal level which in turn affects their teaching.

The school offers support for members of staff who wish to obtain the CCRS.

### **Staff Communication**

Staff communication is important so that the whole community works together, ensuring that all children achieve their educational potential in RE.

- Each week staff receive diary dates, which highlight important aspects of the timetable, which affects the whole school.
- The RE Coordinator ensures that the topic is included on the planning so that all information about the topic is communicated effectively.
- Staff meetings are an important aspect of staff communication. Staff meetings take place each Tuesday and any issues relating to RE are communicated so that everyone is kept informed with up-to-date information.
- When the RE Coordinator, or other members of staff, have attended INSET the topics addressed are disseminated at staff meetings. This is an important way of communicating information to all members of staff.
- Important information is circulated, by the Headteacher, on a regular basis in staff morning briefings to ensure that all important issues are communicated to the school community.
- The RE Co-ordinator liaises with appropriate staff when school liturgies are being organised.

### **The role of the R.E. Co-ordinator**

The RE co-ordinator is responsible for the following areas of Religious Education development throughout the school:

To offer support, guidance and direction to all members of staff relating to the teaching and delivery of religious education across the whole school.

To monitor and evaluate the quality of teaching and learning in religious education with the Headteacher .

To inform staff of new developments and guidelines relating to the teaching of religious education.

- To identify further areas for development and renewal.

- To put in place an annual cycle of monitoring that focuses on timetables, planning, work books and displays.
- To plan and deliver, in conjunction with staff and children, a variety of school liturgies, class masses and assemblies throughout the year.
- To inform all parents regarding topics and themes being covered using 'Come and See', school liturgies and other religious activities taking place.
- To ensure the children participate in charity work and fundraising.
- To monitor, evaluate and update all religious education documentation.
- To monitor progress being made with the R.E. Action plan,
- To observe teachers delivering RE lessons and Collective Worship, and give feedback based on the archdiocese lesson guidance.

### **Classroom Displays**

Each classroom has its own spiritual focus. The class teacher will determine its form and content appropriate to the age and development of the children. Our focus areas are linked to the liturgical colours with drapes, flowers and candles. They also include prayers, books, a cross, artefacts, objects from the natural world etc. that may provide opportunities for children to experience the awe and wonder of God and creation. All classrooms will have children's work on display that reflects the current theme. Class displays are working walls, they are added to with each focus that is taught. Additionally the appropriate key words, skills and big question from the 'Come and See' programme will be incorporated in the display.

### **Come and See Celebrations**

For each topic, we rejoice the end of our learning journey with a celebration that is led by a class. Each class teacher prepares this celebration when it is their turn and this is on a rota system. Each class has a celebration assembly once per year. Parents are invited to attend this celebration. As a part of this, the class produce a display in the hall of their work, along with work from each year group in the school. From this, a book is then kept as evidence to celebrate the children's work from the topic along with parent comments.

### **Resources**

In the words of the Curriculum Directory, the outcome of Catholic Education is to:

“create religiously literate young people who have the knowledge, understanding and skills appropriate to their age and capacity, to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.”

Excellence in RE is characterised by a richness of resources which help to make RE a challenging educational engagement between the pupil, the teacher and the authentic subject material. With this in mind resources are an important tool in the successful delivery of the Come and See Programme.

The Teacher Share resource is a valuable resource. Staff use the resource to share work and to file planning and resources used in Religious Education. A Collective Worship folder is also available on the Network so that staff have a wealth of material which they can use for daily worship as well as our subscription to Ten Ten resources. Rejoice and John Burland music is accessible on the Teacher shared drive to use for collective worship, within lessons and for school celebrations and assemblies.

### **General resources**

There are a range of suitable books related to RE in the library. Books are audited regularly and the current list has been organised into sections and includes the following:

#### Looking at Jesus

- Mary, Mother of Jesus: M. Joslin and A. Wisenfeld
- Jesus and Mary: Looking at Christianity
- The Gentle Carpenter: L. Rock
- Jesus: The Man who Changed History
- Learning about Jesus: Lion Look and Read Book
- The Jesus Story

#### A little life of Jesus

- Stories from the Bible
- Christian Stories: Storyteller
  - Jonah and the Whale: R. Lanning
  - Zacchaeus and Jesus: Palm Tree Bible Stories
  - God Speaks to His Children: Texts from the Bible 3
  - The House on the Rock: Stories Jesus Told

## Noah and the Animals: P. Theobalds

Daniel and the Lions: Usborne Bible Tales

In the Beginning: Bible Stories Illustrated by J. Ray Noah's

Ark: L. Cousins

- Stories from the Old Testament: with Paintings from Galleries Around the World
- Adam and Eve: Read Along Book
- God's Kingdom: Stories from the New Testament
- Noah's Ark: Read Along
- Joseph and his Brothers: Read Along

## Biblical Books

- The Palm Tree Bible: Stories of God and his people from the New Testament
- The Palm Tree Bible: Stories of God and his people from the Old Testament
- DK Illustrated Guide: Who's who in the Bible
- How the Bible Came to Us: M. Doney
- Atlas of the Bible; Reader's Digest
- Discover the Bible: L. Rock
- Bible Stories and Prayers: M. Batchelor
- Biblical Times: A O'Neill
- The Bible in Pictures: Reve. R. Kirby
- Opening up the Bible: M. Batchelor
- Precious Moments of Meditation: H. Steiner Rice
- The Complete Bible Handbook: J. Bowler
- Bible Words about Love for Children: L. Rock
- Homes and Families Growing up in Bible Times
- Miracles

## Hymn Books

- The Puffin Book of Hymns: Chris Meade
- Laudate
- The Complete Celebration Hymnal

## Books Related to Mass

- Praying at Mass: J. Levivier

## Bibles and Bible Related Texts

Holy Bible New International Version

The New Jerusalem Bible

The Holy Bible Quartercentenary Edition King James Version 1611 text

The Book of Psalms

#### Prayer Books

- *My Prayers to God with Love and Joy*
- *A Year of Prayers: M. Brooks*
- *A Child's Book of Prayers and Graces*
- *DK: A Child's Book of Prayers*
- *A Child's Book of Prayers: T. Strickland*
- *Celtic Prayers: J. Deham*
- *The Lord's Prayer: L. Rock*
- *Gospel Prayers: C. Singer*
- *365 Children's Prayers: C. Watson*
- *Glimpses of Heaven: L. Rock*
- *I Believe in God the Apostles Creed*
- *Prayers for the Very Young: Sophie Piper*
- *A World of Prayers: Jeremy Brooks*

#### Saints

- *Beggars, Beasts and Easter Fire: A Book of Saints and Heroes*
- *St. Martin de Porres: Father Lovasik*
- *Stories of the Saints: J. Denham*
- *Saint George and the Dragon*
- *Christopher the Holy Giant: T. de Paola*
- *Christopher*
- *Celtic Saints*
- *Francis of Assisi and his World*
- *Saint Bernadette*
- *Butlers Lives of the Saints*
- *Saint David: E. Meek*
- *Saint Francis: B. Wildsmith*

#### Life Stories

*Pope John Paul 2<sup>nd</sup>: Ladybird 3*

*Crossing the Threshold of Hope: Pope John Paul 2<sup>nd</sup>*

*The Private Prayers of Pope John Paul 2<sup>nd</sup>*

*Words of Inspiration*



The Pope in Britain

In My Own Words: Padre Pio

Sister in the Street, Story of Mother Teresa: S. Goodwin Mother

Teresa: Life Stories

#### Faith in Action Series

- The Tiger of Naples: Father Borrelli
- City of Darkness: Jackie Pullinger
- The Gangster Who Cried: Nicky Cruz
- Outcasts of the Rubbish Dumps: Sister Emmanuelle
- Living in Harmony: Sybil Phoenix
- Bible Smuggler: Brother Andrew
- No Compromise: Dietrich Bonhoeffer
- I Wish he was Black: Trevor Huddleston
- Battle Against Leprosy: Stanley Browne

#### Easter

- Easter Holidays and Festivals
- My First Story of Easter
- Easter: J. Pierikouski
- The Story of the Cross
- Easter: World of Festivals
- The Easter Book
- Last Supper

#### Christmas

- The Birth of Jesus: G. Jeffrey
- Christmas Manger Scene
- The First Christmas: Ladybird Bible Stories
- Christmas Songs: A Ladybird Book
- The Christmas Story: Usborne Bible Tales
- Cool Christmas: Counting the Days
- Granny Goes to Bethlehem: K. Weston
- The First Christmas: R. Trent
- The Christmas Miracle of Jonathan Toomey
- The Nativity Play: N. Butterworth and M. Inkpen
- The Christmas Story
- Christmas: Celebrations
- The Story of Christmas: J. Ray

Three Wise Women

Come Let Us Adore Him Scripture with Christmas Reflections

This is the Star: J. Dunbar and G. Blythe

Gifts at Christmas

- Christmas: World of Festivals

### World Religions

- Religions: Your World Explained
- Religions of the World: Collins (2)
- Religions of the World: Information Library
- World Religions: D. Self
- Illustrated Dictionary of Religions
- The World's Religions: Understanding the Living Faiths
- The Kingfisher Book of Religions
- DK Encyclopaedia of Religions
- Religions: Guide
- Religions: World of Knowledge
- World Religions: Exploring History
- The Usborne Book of World Religions
- What I Believe: Young Person's Guide to Religions of the World
- Growing up from Child to Adult: World Faiths
- Hamlyn History Religion: K. Farrington

### Other Faith Stories

- How the Word Began (and other stories of creation)
- Faith Stories for Today
- Rastafarian: Our Culture
- Mormons: Salt Lake City

### Judaism

- Jewish Stories
- Hannukah: R. Schotter
- Always Adam: S. Oberman and T. Lowin
- The Always Prayer Shawl: S. Oberman
- Hanukkah: Celebrations

Passover: World of Festivals

Children's Kosher Holiday Cookbook

Jewish: Our Culture

Jewish Festivals: Celebrations

A Short Introduction to Judaism

Jewish Festivals: Celebrate

The Jewish World (2)

The Passover Meal : H.J. Richards

- My Jewish Year: Year of Religious Festivals □ What do we know about Judaism?
- Jewish: Belief and Culture
- Judaism: Beliefs and Culture

Islam

- The Day of Ahmed's Secret: F. Parry Heido and J. Heide Gilliland
- Muhamad's Desert Night
- The Hundredth Name
- Islamic Festivals: Celebrate
- The Facts about Islam: A. Cooper
- My Muslim Year: A Year of Religious Festivals
- Muslim: Our Culture
- Muslim Festivals: Celebrations
- The Muslim World (2)
- Muslim: Beliefs and Culture
- Stories from the Muslim World
- Ramadan and Id-ul-Fitr: World of Festivals
- Loving Letters: An Islamic Alphabet
- Islamic Stories: Storyteller
- Islam: World Faiths
- Muslim: Our Culture

Hinduism

- The Hindu World
- Hindu Stories: Storyteller
- Hindu: Beliefs and Culture
- Hindu Festivals: Celebrate
- Diwali: A World of Festivals

Sikhism

The Sikh World

Sikh Festivals: Celebrate

Sikh: Our Culture

Sikhism: Religions Through Festivals

## Buddhism

- Buddhism: Introducing Religions
- Buddhist: Our Culture
- Buddhist Stories: Storyteller
- The Buddhist World (2)
- Buddhist Festivals: Celebrate
- What do we know about Buddhism?

## Christianity

- God's Quiet Things: N. Sweetland
- Evie and the Man who Helped God: M.Foveman
- My Christian Year: A Year of Religious Festivals
- Christian Festivals: Celebrate
- Christianity Comes to Britain
- Jesus Loves Us All
- Sacred Britain: M. Palmer
- St. Bede's Organ Restoration Project

## Holidays and Festivals

- Divali
- Hanukkah
- Christmas
- Harvest Festival
- Bonfire Night
- Ramadan and Id-ul-Fitr
- Chinese New Year
- Festivals Together: Multicultural Celebrations
- Festivals: My First Library
- Celebration Cook Book
- Harvest and Thanksgiving
- Harvest Festival
- Harvest: Celebrations
- Chinese New Year: World of Festivals

The following resources are stored centrally:

Collective Worship resources on the Teacher's shared drive

Rejoice music on the Teacher's shared drive  
John Burland music on the Teacher's shared drive  
Other faiths resource boxes in the back stockroom  
Christian artefacts resource box in the back stockroom  
Class set of bibles on the middle corridor  
Class set of 'My Little Missal' in the school library  
Class set of school prayer books in the school library

### Classroom resources

Each class has the following resources:

- Come and See resources on our school shared drive
- God's Story
- The Church's Story
- Bible
- Candles
- Crucifix/Cross
- Collective Worship Resources
- Books relating to topics appropriate to each year group

### **Relationship of RE to the wider curriculum**

Religious Education plays a central and vital part in the life of our school. At the heart of Catholic Education in St. Michael's lies the Christian vision of the human person. This vision is expressed and explored in Religious Education. Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic education in St. Michael's inspire and draw together every aspect of the life of our school.

We are committed to classroom RE because all children in our care have the right to receive an overall Religious Education which will enable them, in the light of the faith of the Church, to engage with the deeper questions of life and find reason for the hope which is within them (Peter 3:15).

Religious Education is the core subject in our school and the values and vision experienced through the teaching of Come and See affects every area of the curriculum. Teachers are dedicated to educating the young people in our care and take the values expressed in Come and See into the rest of the

curriculum. We work together so that all children might grow and develop and become all that they were created to be.

### **School and Parish Partnership**

Partnership between the school and the Parish is very important. We have the support of our parish priests who offer their help as we lead the children on both their Religious Education journey and their Faith journey. There are many ways that we work with the parish of St. Wilfrid's.

We have used our parish Church on several occasions to support the learning of our pupils. We invite members of the parish clergy to support the children in their learning and support teachers in their delivery of *Come and See* where appropriate. Father Mark leads class masses in church where parents and parishioners are invited to celebrate mass.

The school is kept up to date with Sacramental Preparation which involves our Year 4 children. The office staff work closely with the school and communicate important information. Letters relating to Parish/School links are distributed through the school. Staff support the Sacramental Programme and attend all celebrations so that the children understand the school/parish link.

### **Links with the local community**

St. Michael's School strives to promote itself within the local and wider community. We encourage children to attend Mass each Sunday with a number of children have undertaken altar server responsibilities. Staff members are visible and play active roles within the parish community.

We actively support charities and appeals to include Nugent Care, CAFOD, Widnes Foodbank, Shoebox Appeal, Halton Haven, Fairtrade, Children in Need, Comic Relief, Sport Relief, The Whitechapel Centre, Alder Hey Hospital and Macmillan. Visitors and outside speakers are warmly invited to speak to children who benefit and enjoy these experiences. School invites the parish to take part in our fundraising events. Our school is always ready to embrace opportunities to work with our parish and local community.

We have taken part in events to make the children have an increased awareness of our global neighbours. Projects such as, 'Farm to Fork,' organised by Tesco

promoted our interdependence with other countries and made the children think of the wider world. Our Fairtrade bake sale helped raise money for Fairtrade and supported children with the knowledge that their choices can make a difference to our wider world.

We have worked in partnership with our local ASDA store and Ferndale Mews, a local care home, where our choir has sang Christmas carols for our local residents and to raise money for Halton Haven.

### **RE action plan**

Each year the RE coordinator writes an action plan for the coming academic year. This is evaluated in the summer term to monitor strengths and areas for development within the subject.

### **Policy Monitoring and Review**

The RE Handbook will be reviewed every two years.

The RE policy has been reviewed by the Governing body and Signed off by Mike Volynchook, Chair of Governors on behalf of the Governing body in June 2024

Signed copy available from school office